

Abstract

Subject matter: A comparative method of teaching French as a second foreign language based on the English language

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The relevance of the study: The relevance of the study lies in the fact that in this final qualification work the problems of organizing training in French as a second foreign language based on English on the basis of the comparative method are reflected. At present, the methodology for teaching the second foreign language in general and the methodology for teaching French as a second foreign language, in particular, have begun to develop rapidly. There is experience in studying French as a second foreign language in senior high school. However, many schools refuse to introduce a second foreign language for study. In practice, the reliance on students' language experience is almost not carried out, partly due to the insufficient bilingual training of teachers of the second foreign language, partly due to the lack of appropriate teaching aids for the second foreign language and aimed at transferring the language experience of exercises in existing textbooks. This is explained by the lack of practical recommendations that have a serious theoretical basis. The study of the comparative method in modern teaching of the French language on the basis of the English language allows us to determine its role and its features in the production of the lesson, which today is of interest to many scientists.

The purpose of this final qualification work is theoretical and practical proof of the effectiveness of the comparative method in teaching French as language II2 based on English.

To achieve this goal, there were determined **the following handling of the targets:**

1. To consider the essence of the formation of a bilingual and bicultural personality;
2. To study and analyze modern methods of teaching a second foreign language;
3. Conduct a comparative analysis of the language tools of French and English;
4. Develop a teaching tool "Apprendre le français après l'anglais, c'est facile!" with a set of training exercises based on the comparative method

The theoretical value of the research consists in:

the results of the study allow us to identify methods of teaching a second foreign language and prove the effectiveness of using the comparative method in the study of a second foreign language.

The practical value of the research:

- development of own methodological recommendations on the use of a comparative comparative method of teaching French on the basis of English;
- development of teaching aid «Apprendre le français après l'anglais, c'est facile».

The results obtained: As a result of the analysis, it was revealed that the main approach to teaching a second foreign language is a comparative approach. However, throughout the course of language learning, it plays important role: it will be most relevant in the beginning, when the comprehension of the laws and structure of the new language occurs. The most important role comparison plays in the formation of grammar skills. Over time, students begin to become aware of the internal laws of a second foreign language, and the so-called "sense of language" is formed. All this contributes to the intensification of the educational process and positively affects the first foreign language, as well as we presented guidelines and a set of exercises for teaching French on the basis of the English language based on the comparative method. All this determined the relevance and significance of the chosen topic of the final qualification work.

Recommendations: The results of the study are of scientific and practical value for the provision of French lessons on the basis of the comparative method. Using this method, a teacher can easily teach students French in English. The developed recommendations and a set of exercises can find application in the development of classes based on the comparative method or their

elements in school, as well as in scientific and pedagogical work, in the preparation of training materials.